

# Scarning Voluntary Controlled Primary School

Dereham Road, Scarning, Dereham, NR19 2PW

**Inspection dates** 15–16 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupil's standards in reading, writing and mathematics are no better than average.
- There is not enough good teaching to ensure that pupils make consistently good progress throughout the school.
- In some lessons, the work is too easy for some pupils and too hard for others.
- Pupils make slower progress in mathematics than they do in English.
- Governors, although supportive of the school, do not have all the skills they need to ask searching questions about its performance.
- School leaders have not monitored accurately enough the impact of steps designed to raise standards. As a result, improvements have been too slow.

### The school has the following strengths

- Attainment in Key Stage 1 has risen.
- The school has successfully improved attendance.
- Some teaching at the school is good and, at times, outstanding.
- Children get a good start to school in the Early Years Foundation Stage and make good progress in their Reception Year.
- Behaviour is good throughout the school, both in and out of lessons.
- Pupils enjoy school and feel happy, safe and well supported.
- The acting headteacher and deputy headteacher know what actions need to be taken to help the school to improve.

## Information about this inspection

- Inspectors observed 21 lessons or parts of lessons of which eight were joint observations with the acting headteacher and acting deputy headteacher.
- Inspectors examined a range of documents, including the school’s data on pupils’ progress, planning, records relating to behaviour and attendance, and school improvement plans. They also sampled pupils’ work, listened to pupils read and met informally with parents.
- Meetings were held with pupils, the Chair and Vice-Chair of the Governing Body and senior and middle leaders. The lead inspector also held a telephone conversation with a representative of the local authority.
- Inspectors took account of 37 responses to the online questionnaire (Parent View) and 34 responses from members of staff through the inspection questionnaire. They received the views of pupils through both informal and prearranged discussions.

## Inspection team

Joan Beale, Lead inspector

Additional Inspector

Jacqueline Pentlow

Additional Inspector

Piers Ranger

Additional Inspector

## Full report

### Information about this school

- Scarning Primary School is slightly smaller than the average-sized primary school and numbers are increasing.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is below that seen nationally.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils eligible for the pupil premium is lower than average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- Interim measures for the school's leadership are in place during the absence of the headteacher and deputy headteacher. These include support from the headteacher at another local school as acting headteacher for two days per week and the Key Stage 1 leader taking on the role of acting deputy headteacher.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve teaching across the school so that all pupils make consistently good progress in reading, writing and, in particular, mathematics by ensuring that:
  - teachers always plan work that is well matched to pupils' different abilities and provides sufficient challenge for more able pupils
  - the marking of pupils' work gives them clear advice on how they can improve and also time to read and respond to the things that are pointed out to them.
- Strengthen leadership and management by:
  - ensuring that leaders at all levels have the time and appropriate training to enable them to both drive and monitor improvement in their areas and that they are able to hold all staff to account for the achievement of pupils within their areas of responsibility
  - giving advice to teachers on how to improve their teaching and checking that the advice is followed.
  - developing governors' understanding of the use and interpretation of data so that they are better able to ask challenging questions about pupils' progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children start in the Early Years Foundation Stage with skills that are typical for their age. They make expected progress and join Key Stage 1 with knowledge, skills and understanding that are broadly average. Pupils continue to make expected progress overall to reach standards that are in line with those seen nationally by the end of Key Stage 2. This represents achievement that requires improvement because it is not good.
- Attainment at the end of Key Stage 1 has been low historically but it is starting to improve and is now in line with that seen nationally. Attainment at the end of Key Stage 2 has been broadly average for the last three years. However, school records for the attainment and progress of the current Year 6 and other year groups in Key Stage 2 show these are on track to improve over the next two years.
- As a result of effective in-class support, individual support and the impact of the school's 'access unit', which assists pupils who are identified as needing extra support, disabled pupils and those who have special educational needs make expected progress. This also applies to the small number of pupils from minority ethnic groups and those who speak English as an additional language.
- Pupils known to be eligible for the pupil premium are sensitively supported in a variety of ways and make progress that, whilst similar to their classmates, does not ensure that they catch up. Some pupil premium funding contributes towards the teaching assistants who run the 'access' group from which targeted pupils benefit. It also funds small-group work sessions for these pupils and enables them to attend without charge enrichment activities in which they would otherwise not be able to take part.
- Pupils celebrate their many achievements, including academic success and improved attendance, in 'stars of the week' assemblies. In these assemblies pupils show pride in their own and each other's achievements and such activities contribute well to their self-esteem and spiritual, moral and social development.
- The teaching of the sounds letters make (phonics) is good and, as a result, standards in reading are improving and this is reflected in the good results of the national phonic screening check for pupils in Year 1.

### The quality of teaching

### requires improvement

- The quality of teaching is variable across the school. It is not consistently good enough to ensure that all pupils make good progress in all subjects and achieve well over time.
- In those lessons which require improvement, teachers talk to the whole class for too long before breaking into group work. Tasks are not well matched to pupils' abilities, and more able pupils are given work which is too easy for them. It is not made clear to pupils what they are learning, what they need to do to succeed or how long they have to work on activities. As a result, progress is too slow.
- Marking of pupils' work is not consistently good. Literacy books are mostly well marked and the use of 'stars and wishes' or 'next steps' gives pupils a good understanding of how to improve

their writing. However marking is less thorough in mathematics. Pupils are required to correct their work but are not always directed to next steps in their learning. There are inconsistencies in the quality of marking across different classes.

- The best lessons seen are characterised by teachers' good subject knowledge and enthusiastic approach. They encourage pupils through good use of praise. Combined with creative planning, use of resources and effective feedback on how pupils can improve their work, these lessons engage all pupils and enable them to learn well. In one lesson observed, pupils received good feedback on the poems they had written the previous day in the form of 'two stars and a wish'. As a result, they were able to use this to improve their work. An effective 'mini plenary' shared what a good piece of work should look like and ensured that all pupils knew how to achieve this.
- Extra adults in the classroom provide appropriate support for disabled pupils and those who have special educational needs. These pupils also benefit from individual and small-group support outside of the classroom, as do pupils who are supported by pupil premium funding. As a result these groups of pupils make expected progress.

### **The behaviour and safety of pupils are good**

- Behaviour in and around school is good. The second day of the inspection coincided with Children in Need Day. Pupils showed evident enjoyment of coming to school in 'spots' to raise money for this. Many had baked cakes or biscuits to be sold after school. Staff also joined in the spirit of this, coming to school in 'spotty' clothes. Despite the excitement and buzz surrounding this day, behaviour was good.
- Older pupils respond maturely to the responsibilities they are given. This includes the Year 6 'buddies' who are proud of the black fleeces they wear to identify them to younger pupils. They have to earn these and can lose them as a result of inappropriate behaviour after which they have to earn them back. They support younger pupils in the dining hall and playground at lunch and break times. They are also involved in assemblies. Younger pupils appreciate this buddying system.
- The mutual respect among pupils, and between pupils and adults, contributes to the schools' positive and happy atmosphere. The school provides a caring, nurturing environment. Pupils are polite and courteous. They show confidence in engaging with adults, for example when speaking to inspectors.
- Attendance is improving and is now above average. The school has implemented a range of initiatives, including various awards for full attendance. The importance of this is flagged up at every opportunity; for example, in assemblies, newsletters and on the school website.
- Pupils have a clear understanding of what bullying is. They say that there are few incidents of bullying and they are confident that when bullying occurs it is dealt with swiftly and effectively.
- Pupils from different backgrounds get on well together. The school promotes an understanding and tolerance of cultural and other differences through discussions in lessons and assemblies and it has a positive approach to ensuring inclusion and freedom from discrimination.
- Pupils say they feel safe in school and they have a good awareness of how to keep safe. They enjoy coming to school and particularly enjoy the after-school and lunch-time enrichment opportunities.

**The leadership and management** requires improvement

- Leaders at all levels are committed to the schools' success and have been successful in some areas; attendance has risen and is now above the national average, and attainment is starting to rise. However, leaders do not check on the progress made in dealing with areas of weakness closely enough to ensure that things are improving as quickly as they should.
- Teachers' performance is not checked rigorously against how much progress pupils make. Consequently, they are not held sufficiently to account for this. Leaders' observations of teaching and learning check how well each individual teacher is doing but they do not follow up on the areas for improvement that have been identified to ensure good teaching. As a result, teaching is not consistently good across all years.
- Pupils benefit from a range of subjects and activities which provide them with cultural and religious experiences, opportunities to use information and communication technology, drama, play musical instruments and participate in lunch-time and after-school enrichment activities. Pupil's spiritual, moral, social and cultural development is well promoted as a result.
- The local authority has provided appropriate support to the school, including arranging support from the headteacher of another school in the local schools' cluster as a temporary measure. The leadership of the acting headteacher and acting deputy headteacher is strong. In a relatively short period of time they have identified appropriate areas for development and actions that need to be taken. The acting headteacher has paired staff from the school with those in his own school to share and develop good practice. A clear sense of purpose is evident across the school and morale is high. Staff work together effectively and are supportive of the interim leadership structure.
- **The governance of the school:**
  - Since the last inspection there has been a totally new governing body and Chair of Governors and the governing body is very supportive of the school. Governors have a good understanding of the use of pupil premium funding and the impact this spending is having on eligible pupils to enable them to make expected progress. Governors do not always challenge senior leaders enough about what the school does and how well pupils do. This is because they do not have all the knowledge they need to ask questions about the information presented to them. They have not had training to enable them to ask searching questions about the quality of teaching and learning and pupils' progress and attainment. They are not fully aware of the quality of teaching across the school or whether teachers have appropriate targets for improvement and are meeting these. Consequently, they do not always know whether it is appropriate for teachers to move up the pay scale. The governing body gives good support to the headteacher in meeting safeguarding responsibilities, particularly regarding the safety of pupils and the appointment of staff. The school meets safeguarding requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121067
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	401997

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Barber
<b>Headteacher</b>	Grahame Chambers
<b>Date of previous school inspection</b>	9 December 2009
<b>Telephone number</b>	01362 692665
<b>Fax number</b>	01362 692665
<b>Email address</b>	office@scarning.norfolk.sch.uk



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